



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

EDITORIAL NOTES.

THE announcement of a new book on education used to be of importance. It meant that someone had something to say. Times have changed and now the new book makes no stir and but little comment. Most of the educational press reproduce the comment kindly furnished in printed form by the discerning publishers. Instead of having something to say, it too often means that the author had time to spare and has made a book. The *clientes* of the publishing house affix to a general testimonial their names, the disarrangement of alphabetical symbols that is supposed to indicate prominence, and the book is ready for the market. It must in general tone and content conform to the prevailing taste, for the writer of educational fiction, like his brother in general fiction, must take advantage of the popular demand and imitate those who have been successful. The promoter of general fiction depends upon lavish advertising and has not the opportunity of his educational brother who is sure of a circulation of many thousands if he can only manage the boards that control the Teachers' Reading Circles in the various states. There are many books which seem to be written only for this purpose, and our sympathies go out to the poor teachers who are obliged to wander for forty or more days through an educational Sahara relieved by only too few oases. There are too many so-called educational books on these lists. A standard work of general literature would be far more valuable—something that will enlarge the horizon of the teacher and that will give him a new outlook upon life.

But the object of this comment was not to criticise the quality of the output of educational literature, although such a task is alluring, but rather to draw attention to a new book on education which contains much sound philosophy expressed in a terse, epigrammatic, homely fashion.¹ Better than all the letters of Elizabeth or the confessions of a wife expressed in an epistolary fashion are the letters purporting to have been written by one John Graham, pork-packer of Chicago, to his son Pierrepont, a student at Harvard. One cannot call them Chesterfieldian, but they are modern and are equally valuable when it is taken into consideration how the standard of life has moved. In the first letter Pierrepont has been settled at Harvard by his anxious mother, and the self-made merchant tells him what will be expected of him. This is one of the best of the series and most interesting to those who are engaged in the work of education. In his homely way he illustrates

¹ *Letters from a Self-Made Merchant to His Son.* By GEORGE HORACE LORIMER, Boston: Small, Maynard & Co.

what seems to him to be the value of a college education, and from that standpoint a better apology has not been written. "Anything that trains a boy to think and to think quick pays; anything that teaches a boy to get the answer before the other fellow gets through biting the pencil pays." Where have we in modern literature a better statement of the relationship and responsibility of the college and the boy than, "College doesn't make fools; it develops them. A fool will turn out a fool whether he goes to college or not, though he'll probably turn out a different sort of a fool?"

The story of Stanley Whitaker who had been sent by his indulgent father to private schools, dancing schools, colleges, universities, and then to Oxford, is an illustration of what most of us have seen in this country of rapid changes in family fortunes. The sudden death of his father and the shrinkage of the estate made the young man turn to Graham for aid, and we shall let the merchant tell the story:

I had a talk with Stan about what he was going to do, but some ways he didn't strike me as having the making of a good private of industry, let alone a captain, so I started in to get him a job that would suit his talents. Got him in a bank, but while he knew more about the history of banking than the president, and more about political economy than the board of directors, he couldn't learn the difference between a fiver that the government turned out and one that was run off on a hand press in a Hasted street basement. Got him a job on a paper, and while he knew six different languages and all the facts about the Arctic regions, and the history of dancing from the days of Old Adam down to those of Old Nick, he couldn't write up a satisfactory account of the Ice-Men's Ball. Could prove that two and two made four by trigonometry and geometry but couldn't learn to keep books; was thick as thieves with all the high-toned poets, but couldn't write a good, snappy, merchantable street-car ad.; knew a thousand diseases that would take a man off before he could blink, but couldn't sell a thousand dollar tontine policy; knew the lives of our presidents as well as if he had been raised with them, but couldn't place a set of the Library of the Fathers of the Republic, though they were offered on little easy payments that made them come as easy as borrowing them from a friend. Finally I hit on what seemed to be just the right thing. I figured out that any fellow who had such a heavy stock of information on hand, ought to be able to job it out to good advantage, and so I got him a place teaching. But it seemed that he'd learned so much about the best way of teaching boys that he told his principal right on the jump that he was doing it all wrong, and that made him sore; and he knew so much about the dead languages, which was what he was hired to teach, that he forget he was handling live boys, and as he couldn't tell it all to them in the regular time, he kept them after hours, and that made them sore and put Stan out of a job again. The last I heard of him he was writing articles on "Why Young Men Fail," and making a success of it, because failing was the one subject on which he was practical.

And so the old man goes on, writing out of the fulness of experience in the world of affairs. As a companion picture to Stan Whitaker I wish I could give the history of Graham's experience with Jim Durham who made a place for himself despite the disadvantages surrounding him. It was the

experience with such a chap as Jim that made Graham say: "That's where I caught the connection between a college education and business. I've always made it a rule to buy brains, and I've learned now that the better trained they are the faster they find reasons for getting their salaries raised. The fellow who hasn't had the training may be just as smart, but he's apt to paw the air when he's reaching for ideas."

The limitations of space prevent further illustrations from the list of Graham's acquaintances and further aphorisms expressed in his homely but telling fashion. This is no idle book. It is full of lessons that will be of value to boys; its meaning is not on the surface, but grows by contemplation, and it ought to be included in the educational books of the year. This is a view of the world into which our boys in the high schools are about to go; the qualities that made for the right kind of success are pointed out and the boy has before him a standard of conduct; in fact, it is a book on moral education by reading which the boy becomes moral without realizing the transition. It teaches by suggestion and example, and is therefore founded on sound educational principles. One instinctively wishes that he knew the big, bluff, sensible, level-headed, just, kind-hearted, and successful John Graham of the Stock Yards.

TO TEST the feeling of his own faculty upon the advisability of the proposed two-years' college course, President Butler of Columbia sent out a circular letter in which were the following questions:

*THE TWO-YEARS'
COLLEGE COURSE*

1. Should the basis for admission to the professional schools of law, medicine, applied science, and education be the completion of a secondary-school course, or the completion of a four-years' college course, or, finally, the completion of a shortened college course?
2. If you prefer the last, to what extent should the college course be shortened?
3. Should any degree, or other academic designation, be granted for the completion of a college course less than four years in length? If so, what degree or designation?
4. Is the existing arrangement by which a college senior may take the first year of a professional course and count it toward the degree of A.B., satisfactory as a permanent policy?

There were 121 responses. These Professor Munroe Smith systematized, and has published in the *Columbia University Quarterly* an article in which he tries to indicate the general opinion of the members of the faculty on this important question.

For admission to all the professional schools of those who intend to seek professional degrees the almost unanimous opinion is that a college course of two or more years' duration or a course of equal duration in a scientific school of collegiate rank, or equivalent examinations, should be required. In regard to the curtailment of the academic course, a large majority of the faculty hold that the present course is too extended if the students are about to study for the learned professions. The law faculty favors the preservation of the

undergraduate course as it now exists, the medical professors lean to a reduction of one year, and the instructors at Teachers College and the scientific schools prefer the suggestion of President Butler to shorten the course by two years.

The answers to the third question showed that most of the faculty are opposed to granting the A.B. degree for less than three years of undergraduate work, and very few favor the bestowal of any award at the end of the two years, except possibly a certificate, such as given at the University of Chicago, in which the successful student receives the designation of "associate in arts." The most conservative faculties are those of law and medicine, and there is not a very strong sentiment for any radical changes.

IT was in 1843 that public classical instruction was inaugurated in Providence, R. I., and so it was fitting that the recent meeting of the Alumni Association of the Classical High School should celebrate in a reunion the sixtieth anniversary. One of the most interesting features of the gathering was the introduction of Messrs. John Morris, James Shaw and Richmond P. Everett, of the Class of 1843, to their old teacher, Professor Albert Harkness, the classical veteran who has attained the age of four-score, and still is hale and vigorous. This reunion of students with their old teacher was happily brought about by Mr. William T. Peck, the present principal. It was a matter of great regret that Mr. Samuel Thurber, of the Girls' High School, Boston, was detained at home by illness. Had he been present, every living principal teacher would have had the opportunity of renewing acquaintance with the old pupils. The expansion of the privileges of high-school education may be seen on the merely material side in the transition from the \$8,000 building of 1843 to the present beautiful \$200,000 structure. It was a truly representative gathering of members of the learned professions, judges, lawyers, doctors, clergymen, and men prominent in educational and business enterprises, who met to testify to the value of secondary education in preparing boys to be efficient members of society.

SIXTY YEARS OF
SECONDARY
EDUCATION